DOCUMENT RESUME

ED 415 637 EC 306 120

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TITLE	Resources for Students with Disabilities Considering Careers in Science, Engineering and Mathematics.
INSTITUTION	Illinois Univ., Champaign.
SPONS AGENCY	National Science Foundation, Arlington, VA.
PUB DATE	1996-11-13
NOTE	13p.
AVAILABLE FROM	PURSUIT, University of Illinois at Urbana-Champaign, 1207 South Oak Street, Champaign, IL 61820; toll-free phone: 800-367-1736.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Accessibility (for Disabled); Assistive Devices (for Disabled); *Career Education; College Choice; *Disabilities; *Engineering; Higher Education; Information Sources; Legal Responsibility; *Mathematics; *Sciences; Secondary Education; Student Adjustment; Technology

ABSTRACT

This paper lists 100 print and non-print resources for students with disabilities who are considering careers in science, engineering, and mathematics. Print resources include books, newsletters, directories, journals, guides, fact sheets, technical reports, teaching guides, and student workbooks. Non-print resources listed are primarily videotape recordings. The resources are dated from 1984 through 1996. Addresses are provided for some of the items listed. Items are listed under the following subject headings: careers, choosing a college, adapting to college, adaptive technology, laboratory access, journals, research, legal issues, psychological and social adjustment, resources for teachers and other professionals, resources from other organizations, and High School/High Tech. (DB)

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ED 415 637

RESOURCES FOR STUDENTS WITH DISABILITIES CONSIDERING CAREERS IN SCIENCE, ENGINEERING AND MATHEMATICS

Prepared by Bruce Strom and Joe Herl
Project Pursuit
November 13, 1996

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Resources for Students with Disabilities
considering careers in
science, engineering and mathematics

compiled by Project Pursuit, University of Illinois

The following list is not comprehensive, but rather represents what Pursuit staff members have seen and found to be helpful. Many of the sources can be obtained through your local library, either by direct loan or through interlibrary borrowing. Addresses are given for some of the more obscure items. For more information, contact Project Pursuit at (800) 367-1736.

Subject headings:

- Careers
- College and university
  - Choosing a college
  - Adapting to college
  - Adaptive technology
  - Laboratory access
  - Journals
  - Research
- Legal issues
- Psychological and social adjustment
- Resources for teachers and other professionals
- Resources from other organizations
  - AAAS Barrier Free in Brief
  - DO-IT, University of Washington
  - High School/High Tech

Careers

American Association for the Advancement of Science. (1993). The problem solvers: people with disabilities in engineering careers. Washington, D.C.: AAAS with NEC and NASA. Videotape (26 minutes).

Find your future. (1994). Washington, D.C.: American Association for the Advancement of Science. 34 p. AAAS Publication No. 94-13S. A career-planning guide in science, mathematics, and engineering for precollege students with disabilities and the adults who work with them.

NASA on the fast tract. ([n.d.]). Washington, D.C.: President's Committee on the Employment of People with Disabilities. Videotape.

Stern, V. W. & Summers, L. (1987). Resource directory of scientists and engineers with disabilities. 3rd ed. (September 1995). Washington, D.C.: American Association for the Advancement of Science. 158 p. AAAS Publication No. 95-28S. Contains listings by name of individual, geographic location, nature of disability and scientific speciality, with an additional index of women.

Tech link newsletter: linking students with disabilities with careers in technology. (1993-). Pittsburgh: Tech-Link Program of Pittsburgh (808 Ridge Avenue, Pittsburgh, Penn. 15212; phone (412) 237-2767). Semiannual publication. "The TECH-LINK program provides students with disabilities enriched educational opportunities. The organization will promote the linkage between industry, students, and their parents, leading to career development in mathematics, sciences and technology." Activities include mentor programs, industry tours, professional shadowing, work opportunities, awareness/attitude programs and sharing of scholarship, career and vocational information.

Weisgerber, R. A. (1991). The challenged scientist: disabilities and the triumph of excellence. New York: Praeger. 193 p. Chapters: Trends, issues, and opportunities in science, mathematics, and engineering -- What precollege students want to know from mentors -- Critical factors affecting entry and success in science -- Insights from the experiences of people with disabilities -- Profiles of college students who have accepted the challenge -- Profiles of working professionals who have accepted the challenge -- Thoughts for the future.

Wolfe, K. (1994 (October)). "It's more than just a job." Mainstream: magazine of the able-disabled 19 (2), 25-30. Portraits of scientists with disabilities.

You're in charge. (1994). Washington, D.C.: American Association for the Advancement of Science. 33 p. AAAS Publication No. 94-12S. A career-planning guide in science, mathematics, and engineering for college students with disabilities and advisors who work with them.

College and University

Choosing a college

How to Choose a College: Guide for the Student with a Disability. ([n.d.]). Columbus, Ohio: Association on Higher Education and Disability. Pamphlet.

How to choose a college: guide for the student with a disability. (1993). Columbus, Ohio: Association on Higher Education and Disability and The Heath Resource Center. 16 p.

Kravets, M., & Wax, I. (1993). K & W guide to colleges for the learning disabled. 3rd ed. Cambridge, Mass.: Educators Publishing Service. Includes definitions of testing instruments and assessments. Programs, services and admission criteria are listed.

Make the most of your opportunities: a guide to postsecondary education for adults with disabilities. (1994). Washington, D.C.: Heath Resource Center. 6 p.

Modoc Press (Compiled by). (1996). Directory of college facilities and services for people with disabilities. 4th Ed. Phoenix: Oryz Press. Public and private two- and four-year colleges and universities listed by state. Each entry includes contact information, description of the college/university, campus and facilities, services and comments.

Schlachter, G. A., & Weber, R. D. (1996). Financial aid for the disabled and their families: 1996-1998. San Carlos, Calif.: Reference Service Press. 350 p.

Adapting to college

Adults with psychiatric disabilities on campus. (1992). Washington, D.C.: Heath Resource Center. 6 p. Contains background information useful to administrators and suggestions for students with psychiatric disabilities.

"After high school, what's next? Planning with students who have substantial learning disabilities." (1990). 2 p. Washington, D.C.: Heath Resource Center.

Association on Higher Education and Disability. (1987). Unlocking the doors: making the transition to postsecondary education. Columbus, Ohio: Association on Higher Education and Disability. 18 p. "This booklet is meant to be used by high school students with learning disabilities, their parents and teachers in preparing for the transition

from secondary to postsecondary education."

Flexer, C., Wray, D., & Leavitt, R. (Eds.). (1990). How the student with hearing loss can succeed in college: a handbook for students, families and professionals. Washington, D.C.: Alexander Graham Bell Association for the Deaf. 199 p.

"Foreign language requirements and students with learning disabilities." (1992). 3 p. Washington, D.C.: Heath Resource Center.

Hamilton, S. (1989). "Student consumer speaks up." Offprint from Information from Heath Spring 1989, 2 p. Washington, D.C.: Heath Resource Center. How to educate your professors and other students about your disability.

McBroom, L. W., Sikka, A., & Jones, L. B. (1994). The transition to college for students with visual impairments: technical report. [N.p.]: Mississipppi State University.

Murphy, H. J. (1991). The impact of exemplary technology-support programs on students with disabilities. Washington, D.C.: National Council on Disability. Describes how several colleges and universities use technology in their services to students with disabilities. Available from the National Clearing House of Rehabilitation Training Materials, 816 West 6th Street, OSU, Stillwater, OK 74078; phone (405) 624-7650, (800) 223-5219.

Nadeau, K. G. (1994). Survival guide for college students with ADD or LD. New York: Magination Press. 56 p.

Nolting, P. D. (1993). Math and students with learning disabilities: a practical guide to course substitutions. Bradenton, Fla.: Academic Success Press. 129 p.

Nolting, P. D. (1991). Math and the learning disabled student: a practical guide for accommodations. Pompano Beach, Fla.: Academic Success Press. 91 p.

Quinn, P. (Ed.). (1994). ADD and the college student: a guide for high school and college students with Attention Deficit Disorder. New York: Magination Press. 113 p. ISBN 0-945354-58-4

Reiling, C. ([ca. 1990]). How significant is "significant"? A personal glimpse of life with a learning disability. Columbus, Ohio: Association on Higher Education and Disability. 21 p. A moving first-person account of a college freshman's battle with the effects of dyslexia. Includes a 10-day diary. Give this little book to your doubting professors.

Stern, V., & DuBois, P. ([n.d.]). You're in charge. Washington, D.C.: AAAS. 33 p. High school students, college issues, science, engineering, mathematics, financial and technological help from state VR institution, checklist for assessing needs at college, assitive technology, relationship between faculty and student, ADA.

"Students with attention deficit disorder (ADD)." ([n.d.]). 4 p. Washington, D.C.: Heath Resource Center. A compendium of information about ADD from articles appearing in Information from Heath 1991-1993.

Adaptive technology

"Educational software and adaptive technology for students with learning disabilities." (1994). 6 p. Washington, D.C.: Heath Resource Center.

Farber, A., Fonda, G. E., Rosenthal, B., & Weinstock, F. (1990). A patient's guide to visual aids and illumination. New York: National Association for Visually Handicapped. 12 p. This booklet provides individuals who have partial vision with some practical principles,

ideas, and an awareness of available devices that can be helpful in making the often difficult task of reading easier.

Hawkridge, D., & Vincent, T. (1992). Learning difficulties and computers: access to the curriculum. Philadelphia: Jessica Kingsley. 240 p.

The high tech centers for the disabled. (1990). Sacramento: California Community Colleges, Office of the Chancellor. 35 p. Prepared as agenda item number 7 at a meeting of the Board of Governors of California Community Colleges, Sacramento, March 8-9, 1990. Outlines the development of a statewide network of High Tech Centers for the Disabled (HTCD), which provides student access to computer technology and training. Available from the Educational Resources Information Center (ERIC).

Lazzaro, J. (1993). Adaptive technologies for learning & work environments. Chicago: American Library Association. 249 p. Chapters: Breaking barriers with adaptive technology -- The personal computer -- Technology for persons with vision impairments -- Technology for persons with hearing impairments -- Technology for persons with motor and/or speech impairments -- Applications for adaptive technology -- Rehabilitation engineering, training, and technical support -- Funding adaptive technology.

Meadows, J. E. (1992). Independence through technology: for individuals with dual sensory impairments and other disabilties. Terre Haute: Blumberg Center for Interdisciplinary Studies in Special Education, Indiana State University. "A training module developed in cooperation with the Accessing Technology through Awareness in Indiana (ATTAIN) project, Department of Human Services, Office of Vocational Rehabilitation." Looseleaf binder (ca. 157 pages of text, plus bibliography of 28 pp.) and videotape Finding independence through technology (13 min., 19 sec.). Revision of July 1992.

Scherer, M. J. (1993). Living in the state of stuck: how technology impacts the lives of people with disabilities. Cambridge, Mass.: Brookline Books. Assistive devices, cerebral palsy, rehabilitation practices, spinal cord injuries, social aspects, psychological aspects, technological aspects, assistive technology.

Laboratory access

Best, M. (1992). Science laboratory access manual: a guide to designing a lab for access for people with disabilities. Melbourne: Victorian University of Technology. 23 p. Published on behalf of the Faculty of Science, Victorian University of Technology, St. Albans Campus. Disabilities of ambulation, manipulation, the senses; wheelchair users; access issues; access to laboratories; barrier issues.

Cetera, M. M. (1993). "Laboratory adaptations for visually impaired students." Journal of college science teaching, 12 (6).

Frinks, R. M. (1985). "Accomodating mobility-impaired students in physics laboratories." Physics teacher, 21.

McDaniel, N., Mahaffy, C., Teggins, J., & Wolfe, G. (1994). "Inclusion of Students with disabilities in a college chemistry laboratory course." Journal of postsecondary education and disability, 11 (1), 20-28. Columbus, Ohio: Association on Higher Education and Disability. Discusses handicapping situations in current chemistry labs, accommodations that can be made, use of modified experiments, recommendations from faculty and students.

McDaniel, N., Wolfe, G., Mahaffy, C., & Teggins, J. ([n.d.]). "The modification of general chemistry laboratories for use by students with disabilities." Journal of rehabilitation, 60 (3), 26-29.

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Journals

Journal of postsecondary education and disability. (1983-). Published by the Association on Higher Education and Disability (AHEAD), Columbus, Ohio.

Research

Henderson, C. (1995). College freshmen with disabilities: a statistical profile. Washington, D.C.: American Council on Education. 34 p.

National Center for Education Statistics. (1994). Deaf and hard of hearing students in postsecondary education. Statistical analysis report, March 1994. Washington, D.C.: Government Printing Office. 37, 17, 1 p. U.S. Department of Education, Office of Educational Research and Improvement, publication NCES 94-394.

Yuker, H. E. (Ed.). (1988). Attitudes toward persons with disabilities. New York: Springer. 336 p. Nineteen essays grouped under five headings: Basic issues -- Sources of attitudes -- The measurement of attitudes -- Attitudes of and toward specific groups -- Attitude change.

Legal Issues

The Americans with Disabilities Act: questions and answers. (1992). Washington, D.C.: U.S. Equal Employment Opportunity Commission and U.S. Department of Justice, Civil Rights Division. 32 p. EEOC-BK-15.

The Americans with Disabilities Act: Title II & Title III Technical Assistance Manual. (1993). Washington, D.C.: U.S. Department of Justice, Civil Rights Division. 86 p. Presents the ADA's requirements for state and local governments in a format useful to the widest possible audience.

BruyŠre, S. M., & O'Keeffe, J.. (1994). Implications of the Americans with Disabilities Act for psychology. New York: Springer. 225 p. Contents: J. O'Keeffe, "Disability, discrimination, and the Americans with Disabilities Act" -- N. M. Crewe, "Implications of the ADA for the training of psychologists" -- M. A. Nester, "Psychometric testing and reasonable accommodation for persons with disabilities" -- R. Klimoski & S. N. Palmer, "The ADA and the hiring process in organizations" -- P. R. Sachs & C. A. Redd, "The Americans with Disabilities Act and individuals with neurological impairments" -- P. Carling, "Reasonable accommodations in the workplace for persons with psychiatric disabilities" -- C. G. Bell, "The Americans with Disabilities Act and injured workers: implications for rehabilitation professionals and the workers' compensation system" -- N. Jones, "The alcohol and drug provisions of the ADA: implications for employers and employees" -- D. A. Pape & V. M. Tarvydas, "Responsible and responsive rehabilitation consultation on the ADA: the importance of training for psychologists."

Disability. (1995). Washington, D.C.: Social Security Administration. 17 p. SSA Publication No. 05-10029. Information about the various kinds of disability benefits available from Social Security.

Hospital Industries Program. (1993). A student's guide to the Americans with Disabilities Act. [N.p.]. 50 f. A workbook for secondary students. With accompanying teacher's resource guide, 70 f.

Jarrow, J. J. (1992). Title by title: the ADA's impact on postsecondary education. Columbus, Ohio: Association on Higher Education and Disability. 49 p.

Kincaid, J. M. ([n.d.]). Legal considerations for serving students with learning disabilities. Columbus, Ohio: Association on Higher Education

and Disability.

Kincaid, J. M. (1995). Legal issues specific to serving students who are deaf or hard of hearing in institutions of higher education. Center Barnstead, N.H.: the author (Jeanne M. Kincaid, Esq., 101 Varney Road, Center Barnstead, N.H. 03225; phone (603) 776-5404). 33 p. Comprises summaries of court and U.S. Department of Education, Office for Civil Rights rulings in postsecondary education interpreting Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

Kincaid, J. M. (1995). Legal considerations for serving students with learning disabilities in institutions of higher education. Center Barnstead, N.H.: the author (Jeanne M. Kincaid, Esq., 101 Varney Road, Center Barnstead, N.H. 03225; phone (603) 776-5404). 42 p. Summarizes significant court and agency decisions that have interpreted Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

Latham, P. S. (1992). Attention deficit disorder and the law: a guide for advocates. Washington, D.C.: JKL Communications. 118 p.

Latham, P. S. (1993). Learning disabilities and the law. Washington, D.C.: JKL Communications. 178 p.

A parents' guide: the educational rights of students with disabilities. (1994). Springfield, Ill.: Illinois State Board of Education. 50 p. ISBE Publication No. 10M 50-073 No. 408.

Ryan, D., & McCarthy, M., (Eds.). (1994). A student affairs guide to the ADA & disability issues. Washington, D.C.: National Association of Student Personnel Administrators. 158 p. Contents: D. D. Gehring et al., "Legal, ethical, and policy implications of the Americans with Disabilities Act" -- R. R. Serebrini et al., "Student development theories as related to students with disabilities" -- R. W. Harris et al., Physical and technological access" -- R.P. Keeling, "Disabilities caused by human immunodeficiency virus disease" -- L. C. Brinckerhoff & J. M. McGuire, "Students with learning disabilities: programmatic and instructional considerations" -- J. T. Duffy, "Psychological disabilities" -- J. T. Brown, "Effective disability support service programs" -- P. D. Rumrill Jr. & S. E. Gordon, "Integrated career development services for college students with disabilities: from theory to practice" -- H. A. Belch, "Professionals with disabilities."

Section 504, the law and its impact on postsecondary education. ([n.d.]). Washington, D.C.: American Council on Education (ACE). List of persons with disabilities protected under Section 504, impact of law on postsecondary education, restrictions for universities and colleges, program modifications.

This is your right. (1995). Columbus, Ohio: Irene M. Ward & Associates (4949 Hayden Run Road, Columbus, Ohio 43221-5930; phone (614) 889-0888). 2 videotapes (32:00, 34:44 min.), with accompanying notes. Each videotape contains two versions: (1) closed-captioned; (2) open-captioned, audio descriptor.

When you get social security benefits: what you need to know. (1995). Washington, D.C.: Social Security Administration. 24 p. SSA Publication No. 05-10153.

Psychological and Social Adjustment

Keeney, V. T. et al. (1995). It's all right to be angry. New York: National Association for Visually Handicapped. 8 p. "This publication addresses the problem of complex emotions experienced by those who must learn to face life without the benefit of full vision. It is hoped that their families and friends will also benefit by learning to make

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allowances and adjustments during the painful process toward acceptance."

Kelly, K. (1995). You mean I'm not lazy, stupid, or crazy?. New York: Scribner. 444 p. Attention Deficit Disorder in adults.

Lang, H. (1994). Silence of the spheres: the deaf experience in the history of science. Westport, Conn.: Bergin & Garvey. 187 p. Chapters: The Enlightenment and the rise of scientific societies -- The nineteenth century: opportunities and oppression -- Attitudes and activism at the turn of the century -- The twentieth century: the first fifty years -- The modern era: revolutions and breakthroughs.

Marinelli, R. P., & Dell Orto, A. E. (Eds.). (1991). The psychological and social impact of disability. 3rd ed. New York: Springer. 368 p. Twenty-nine essays grouped under seven sections: Perspective on disability and consumers -- Developmental and family issues in disability -- The personal impact of disability -- The interpersonal and attitudinal impact of disability -- Sexuality and disability -- Interventions in the rehabilitation process -- New directions.

National Association for Visually Handicapped. (1984). The adult partially seeing: a professional guide. New York: National Association for Visually Handicapped. 27 p.

Wender, P. H. (1987). The hyperactive child, adolescent, and adult: Attention Deficit Disorder through the lifespan. New York: Oxford University Press. 162 p. Chapters: The characteristics of children with Attention Deficit Disorder (ADD) -- The causes of Attention Deficit Disorder -- The development of the child with Attention Deficit Disorder -- Treatment of the child with Attention Deficit Disorder -- Attention Deficit Disorder in adults -- Finding help.

Resources for Teachers and Other Professionals

Bigge, J., et al. ([198-]). Some other ways: for students with physical disabilities. [N.p.]. [108] p. A guide for teachers in dealing with students with disabilities. Geared to the elementary school level. Available from the National Clearinghouse of Rehabilitation Training Materials in Stillwater, Okla.

Brinckerhoff, L. C., Shaw, S. F., & McGuire, J. M. (1993). Promoting postsecondary education for students with learning disabilities: a handbook for practitioners. Austin, Tex.: PRO-ED. 440 p. Chapters: An introduction -- Judicial intent and legal precedents: shaping policy for students with learning disabilities -- Issues in defining the population -- Issues in assessment and diagnosis -- Psychosocial characteristics and issues of adults with learning disabilities -- Issues in program development -- Issues in staffing and personnel development -- Issues in determining academic adjustments at the postsecondary level -- Determining program effectiveness -- Future directions in postsecondary learning disability programming and service delivery.

Bronheim, S. (1994). An educator's guide to Tourette Syndrome. Bayside, N.Y.: Tourette Syndrome Association, Inc. 16 p.

Commission of Education of the Deaf. (1988). Toward equality: education of the deaf. Washington, D.C.: U.S. Government Printing Office. Early identification; elementary education; secondary education; federal postsecondary education systems; research; evaluation; outreach; teacher standards and training; interpreter standards and training; Committee on Deaf/Blindness; Title III Education of Deaf Act, 1988.

"Getting ready for college: advising high school students with learning disabilities." (1995). 12 p. Washington, D.C.: Heath Resource Center.

Guebert, S. (Comp.). ([n.d.]). Student support services faculty/staff handbook: adults with disabilities/special needs in the college classroom. Patrick Henry Community College. 28 p.

The head injury survivor on campus: issues and resources. ([ca. 1988]). Washington, D.C.: Heath Resource Center. 11 p. Intended for campus administrators, persons who provide services to students with disabilities, faculty members, head injury survivors and their families.

Heyward, S. (1992). Access to education for the disabled: a guide to compliance with Section 504 of the Rehabilitation Act of 1973. Jefferson, N.C.: McFarland. 324 p.

Osmond, J. (1994). The reality of dyslexia. London: Cassell Educational Limited. ISBN 0-304-32762-X (cloth), 0-304-32763-8 (paper).

Patterson, K., & Schmidt, M. (1992, January). "Preparing the college student with hearing loss for success." The Volta review, 47-57.

Reasonable accommodations: a faculty guide to teaching college students with disabilities. (1995). 2nd ed. New York: Professional Staff Congress/CUNY. 14 p. Accommodations; College Students with Disabilities.

Sevilla, J., Ortega, J., & Sanchez, C. (1991). "Physics for blind students: a lecture on equilibrium." Physics education, 26 (4), 4 p. Blind; Vision Impaired.

Smith, D. J., & Nelson, J. R. (1993). "Factors that influence the academic success of college students with disabilities." Cheney, Wash.: Eastern Washington University. 21 p. This descriptive study is an unpublished report presented at the 71st annual convention of the Council for Exceptional Children at San Antonio in April 1993.

Teaching students with disabilities. (1996). Champaign, Ill.: Project PURSUIT. Loose-leaf binder. A collection of publications that relate to teaching students with disabilites. Topics include classroom accommodations, laboratory accommodations, hearing impairments, visual impairments, statistical profiles, and general topics.

The ten commandments of communicating with people with disabilities. (1994). Columbus, Ohio: Irene M. Ward & Associates (4949 Hayden Run Road, Columbus, Ohio 43221-5930; phone (614) 889-0888). Videotape (25 minutes), with accompanying notes. 2 versions on one tape: (1) stereo audio, closed-captioned; (2) mono audio, audio descriptor, open captioned.

Tucker, B. P. (1991). "Accommodating hearing-impaired law students and faculty members." Journal of legal education, 41 (3), 355-361.

A videoguide to (dis)ability awareness. (1993). Boston: Fanlight Productions (47 Halifax Street, Boston, Mass. 02130; phone (617) 524-0980). Videotape (25 minutes). With accompanying instructional materials, 15 leaves.

Wong, B. (1991). Learning about learning disabilities. San Diego: Academic Press. Learning Disabilities.

"Young adults with learning disabilities and other special needs." (1995). 10 p. Washington, D.C.: Heath Resource Center.

Resources from Other Organizations

AAAS Barrier Free in Brief

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American Association for the Advancement of Science. (1992). Barrier free in brief: access in word and deed. Washington, D.C.: American Association for the Advancement of Science. 51 p. Topics: Language -- Courtesies -- Stereotypes -- List of consultants.

American Association for the Advancement of Science. (1991). Barrier free in brief: access to science literacy. Washington, D.C.: American Association for the Advancement of Science. 34 p. Topics: What is informal science? -- Issues in program accessibility: for program directors -- Issues in program accessibility: for parents and teachers -- Resources.

American Association for the Advancement of Science. (1991). Barrier free in brief: laboratories and classrooms in science and engineering. Washington, D.C.: American Association for the Advancement of Science. 36 p. Topics: What are barrier-free laboratories and classrooms? -- Why are barrier-free laboratories and classrooms necessary? -- How to organize barrier-free laboratories and classrooms -- Accommodations in the classroom -- Accommodations in the laboratory -- Accommodations by disability -- Building access checklist -- Resources.

American Association for the Advancement of Science. (1991). Barrier free in brief: workshops and conferences for scientists and engineers. Washington, D.C.: American Association for the Advancement of Science. 35 p. Topics: Historical note -- What is a barrier-free meeting? -- Why organize barrier-free meetings? -- Early planning -- Choosing a site -- Communicating -- Arranging services for participants who have mobilitiy impairments -- Arranging services for participants who are deaf or hard-of-hearing -- Arranging services for participants who are blind or visually impaired -- Running the meeting -- Tips for presenters and session chairpersons -- Tips for smaller meetings -- Post-meeting evaluation -- Sample meeting evaluation form -- Barrier-free meeting checklist -- Building access checklist -- Resources.

DO-IT, University of Washington

DO-IT. (1994). DO-IT scholars. Seattle: DO-IT Project, University of Washington. Videotape (11 minutes). Describes the DO-IT program, which introduces students with disabilities to science, engineering and mathematics through mentoring, summer study and internetworking.

DO-IT. ([n.d.]). DO-IT scholars. Seattle: DO-IT Project, University of Washington. 1 p. DO-IT program description.

DO-IT. (1994). Working together: faculty and students with disabilities. Seattle: University of Washington. Videotape (8 min., 40 sec.)

High School/High Tech

High School/High Tech: establishing a program to promote science, engineering, and technology careers for students with disabilities. (1994). Washington, D.C.: President's Committee on Employment of People with Disabilities (1331 F Street, NW, Washington, DC 20004; phone (202) 376-6200). 40 p. "This manual is designed to provide educators, corporations, and community-based organizations with the tools necessary to plan and implement a High School/High Tech program. High School/High Tech is an enrichment program for students with disabilities that allows them to explore careers in science, engineering, and technology."

High School/High Tech: establishing a program to promote science, engineering, and technology careers for students with disabilities. ([199-]). [Washington, D.C.]: [Presidents' Committee on Employment of People with Disabilities. 53, [4] f. Photocopy.

Introducing High School/High Tech. (1994). Washington, D.C.: President's Committee on Employment of People with Disabilities. Video (13 min.) and program planning guide. Promotes careers in science, engineering,

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technology for students with disabilities. Program components include site visits, mentoring, shadowing, guest speakers, school activities, summer seminars, employment opportunities.

Introducing High School/High Tech. (1993). [Washington, D.C.]: President's Committee on Employment of People with Disabilities. 16 p. A brochure introducing the High School/High Tech program, "a community-based partnership of parents, educators, rehabilitation professionals, and business representatives. Its purpose is to encourage students with disabilities to explore the fields of science, engineering, and technology."

Prepared by Bruce Strom and Joe Herl
Revision of November 13, 1996
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